

Does discrimination exist in university financing? Calvin Potter

On February 24th, 1972, Mr. Saint-Pierre released the contents of a letter sent by him last November to Edgar Benson, the then Federal Minister of Finance. The Gazette's headline was a factual, non-emotional, almost non-committal one: 'Cost-sharing program protested by Quebec'. Le Devoir's headline gave the same report fuller, more emotional and more partisan treatment: 'Québec perd \$300 millions; Le Project du fédéral perpétue l'injustice, estime Saint-Pierre'. Neither treatment is justified by the documentary facts. But these facts, unfortunately, have been effectively camouflaged and hidden.

The issue is the method of financing post-secondary education in Canada. The federal government pays 50 per cent of such operating costs by a complex scheme of tax abatement, revenue equalisation payments and special programme equalisation payments. Mr. Saint-Pierre charged that the scheme has favoured the 'have' provinces over the 'have-not' ones, since the latter have to control their costs more tightly. He called for a 'performance review' of the programme inaugurated in 1967.

The Federal/Provincial Fiscal Arrangements Act, 1967, was enacted largely to pacify opinion in a segment of Quebec. Prior to then, the Federal government's contributions to universities were paid directly to the institutions. The Bladen Commission, which investigated university financing in the early Sixties, recommended continuation of such payments but with the federal contribution raised to 30 per cent of the operating expenditures. The Federal Government at the Federal/Provincial Tax Conference in 1966 accepted the objective but not the method. It is relevant in this regard to quote Mr. Pearson's basic premise for the federal solution because the five-year agreement has been extended for two years to allow time for renegotiation of its formula: 'Confident of the ability of the universities and the provinces to develop mutually satisfactory institutional arrangements', the federal government under Mr. Pearson's direction adopted tax abatement and equalisation payments to the provinces as a means to achieve the federal government's objectives without infringing on the fiscal freedom and responsibilities of the provinces.

In a recent speech in Montreal, Mr. Pearson's successor, Pierre Trudeau, stated the federal government's objectives for equalisation: 'a little more justice, a little more mutual help, a little more brotherhood'. In this context the policy of equalisation payments is a basic principle applied to take money from 'the three richest provinces -- Ontario, Alberta and British Columbia -- to help other provinces provide better services'.

British Columbia, while accepting the objectives and principle, has taken serious objection to the policy of equalisation payments made to provinces. The B.C. contention is that the objectives of the government and the form of federalism would be better served by equalisation payments made directly to individuals, instead of to provincial governments. And there are cogent arguments in support. Questioning whether per capita income is the appropriate standard for national welfare and whether provincial revenues are the relevant measure for judging it, B.C. points out that after \$5.5 billion of equalisation payments since 1957: the regional disparities in personal incomes persist; the civil services of the 'have-not' provinces have become bloated; eastern provinces, including Ontario, have under-exploited their potential natural resource revenues, and Quebec has

shown tendencies to policies of 'grandeur'. The B.C. proposal is for the federal government to scrap equalisation payments and welfare programs, and substitute guaranteed personal incomes financed by both levels of government. Its arguments are rational and will not fade away in the next two years just because the Prime Minister in exasperation labels their chief proponent a bigot.

Thus, when Mr. Saint-Pierre calls for a 'performance review' of the 1967 agreement, the content for it is much broader than he suggests. Such a review will include the premises, the objectives, and alternatives, as well as the grievances of which he complains. The remainder of this commentary is a 'performance review' at the level of the University of the effect of equalisation payments to the Province. It demonstrates that neither the premise nor the objective of equalisation payments has as yet been fulfilled, and the failure arises not from an injustice perpetrated upon Quebec but one perpetrated in Quebec.

Mr. Saint-Pierre bases his objections to the 1967 agreement on three counts:

It favours the have provinces over the have-nots.

It penalises those provinces that administer universities tightly.

It penalises those provinces that reduce the costs per student.

The argument is that the cumulative effect of these defects penalised Quebec. Quebec, for example, has controlled education costs more efficiently by keeping their growth down to 93 per cent since 1967 in contrast to Ontario's increase of 135 per cent and the national average increase of 109 per cent. Because of this performance, although Quebec is a 'have-not' province it has received a lesser amount under the cost sharing equalisation scheme than has the wealthy 'have' province, Ontario. Between 1967 and 1971 Quebec received

an amount of \$665 million for post secondary education, which was 18.7 per cent less than what Ontario received. And because of the higher costs per student, for 1970-71, Ontario received \$2,000 per university student while Quebec received \$1,870. These would be weighty arguments if the Federal objective for equalisation were parity with Ontario.

We have already quoted Mr. Trudeau on the objective of equalisation -- to help provinces provide better service. Presumably, post-secondary education is service to the student and community. A critical ingredient for it is talented and dedicated faculty. If the parity argument has any validity it is in the context of service; for example, to pay parity salaries to attract and hold exceptional faculty. Strangely, under Mr. Saint-Pierre's direction the Department of Education in its budgetary policies regarding 'masse salariale' has shown no inclination towards parity. Indeed its policy has been the converse. Whereas in 1966-67, the index of weighted salary means of Quebec/Ontario universities was .995, by 1970-71 it had slipped to .91, and has been eroded further this year by average salary increases in Ontario universities of between 8 - 9 per cent in contrast to between 5.5 - 6.0 per cent in Quebec. The implications of this continued deterioration are obvious for the recruitment of talented faculty and their subsequent retention -- particularly, although not exclusively, in anglophone universities. Equally obvious is the conclusion that part of the cost performance achieved by Quebec was obtained by the sacrifice of the long-run level of quality of faculties, with its associated prospect of poorer service in the future.

continued on page 2



Calvin Potter is professor of finance and past president of the Sir George Williams Association of University Teachers (SGWAUT).

More job possibilities

Possibilities: dope

Details of a program employing students in drug research for the summer were announced this week by the Department of National Health and Welfare. The department's Non-Medical Use of Drugs Directorate will make grants available to appropriate university staff and agency directors, enabling them to employ students while investigating drug abuse and related problems of unemployed, transient youth.

A department press release expressed particular interest in submissions from "psychologists, psychiatrists, sociologists, anthropologists, physicians, social workers, educators, biologists, biochemists, physiologists, psychopharmacologists, neurophysiologists, and toxicologists."

Conditions

Grants will be made on condition that "commitment of the students to this kind of em-

ployment be a serious one"; that is, "any proposed study be manifestly worthwhile from a scientific point of view", and that "students work under competent direction or have access to expert advice", from people in relevant disciplines.

One department official said proposals should "make some contribution to science, particularly the bio-medical". There was "a fantastic amount of research going on, if you include the United States, so we would hope to get things which are not being duplicated, certainly are not just a small outgrowth of something else, unless it is a small project that is going to be very worthwhile."

He said, "I hope people will be somewhat creative in their approach."

Asked whether innovation would be given priority, he replied, "anything that has that sort of ring to it certainly will get better treatment than something which is going to re-evaluate previous research".

continued

If injustice to students ensues, it is not the result of the 1967 agreement but of the choices of the Department of Education.

The evidence we have indicates that equalisation payments per se are not the problem. Under the 1967 agreement the proportionate burden of financing in Quebec is lightened. A comparison, for example, of the total income per student in Ontario and Quebec universities reveals that a greater percentage is supplied by federal financing in Quebec. Before making the comparison, however, the nature of the adjustments necessitated by administrative contrasts will be explained. It is this contrast, incidentally, that is the source of the greater flexibility and autonomy of universities in Ontario.

Quebec has more centralized and rigid control of expenditures than has Ontario. In Quebec, the authorised expenditures constitute the authorised income for a university, and actual student fees and endowment income are estimated and deducted in calculating the operating grant. In Ontario, the operating expenditures are reduced by an allowance for fees based on the median of the actual fees in effect. As a result, in Ontario the universities have some discretionary funds arising both from the difference between the actual mean and median of fees and from endowments, gifts and other income.

When these discretionary funds are added to the grants for operating expenditures in Ontario, a comparison of the incomes of Ontario and Quebec universities reveals a still greater disadvantage in Quebec. In 1970 - 71 in Ontario the average operating expenditure per full-time student was \$3,210, the average discretionary income \$177, and the average total income per student \$3,387. In Quebec the average authorised expenditure and thus total income per full-time student was \$2,950. By Mr. Saint-Pierre's estimation, the federal funds received by Ontario were \$2,000 per student, and by Quebec \$1,870. As a result the federal funding was 59.0 per cent of the total income in Ontario, and 63.4 per cent in Quebec.

Nevertheless, the contention remains that the 1967 agreement penalizes those provinces which are more efficient in their controls. As we noted above, the Quebec system is more centralized, more rigid, and allows less scope for discretion and initiative by the universities. As a result it has fuller control over expenditures. But this is not synonymous with better control of effort and effectiveness of manpower.

A standard measure of the effective use of manpower is the faculty student ratio. In Ontario in 1970 - 71, that average ratio was 1:12.9, with the range from 1:11.0 at the bilingual university of Laurentian, to 1:16.3 at Carleton University. In Quebec the average ratio was 1:12.3, with the range from 1:10.5 at Sherbrooke to 1:17.8 at SGWU. Moreover, the highest ratio in the francophone universities was 1:12.3 at Université du Québec, while the lowest ratio in anglophone universities was 1:12.4 at McGill. The higher ratios in anglophone universities, we will demonstrate later, are not a reflection of the efficiency of centralization but of an apparent cultural bias.

Finally, Mr. Saint-Pierre in his letter requested the Federal Government to take into account the injustices of the past and the efforts of the Province to rationalize its university system, and therefore to reimburse Quebec for the sum lost, that is, for its greater efficiency in controlling costs as reflected in its lower costs per student. The purported injustice is that the rate of expansion of university costs has been lower in Quebec than the national average.

The rate of expansion of post-secondary facilities is a matter of provincial priority. For the Federal Government to guarantee parity of rate of expansion would violate a province's right to choose where it will place its resources. The previous system of per capita grants was superseded largely in response to objections from Quebec regarding interference with its priorities. The arrangements of 1967 were designed to ensure a scheme wherein federal financing was consistent with the fiscal freedom and responsibilities of provinces. Having used its freedom, Quebec is now claiming compensation because its priorities have not coincided precisely with those of other provinces. It is tortuous logic.

Moreover, lower costs per student because of greater bureaucratic control are cited as evidence of injustice to Quebec. Upon examination, the lower overall cost per student, itself, is found to conceal a startling injustice. Mr. Saint-Pierre used Ontario as his model. In that province in 1970 - 71 the average provincial grant per full-time student for operating expenditures was \$3,210, with a range from \$2,700, Carleton to \$4,170, University of Toronto. In Quebec the average was \$2,950 with a range from \$2,275 for Bishop's to \$3,430 for the Université du Québec. Further, as indicated in Table I, the average for francophone universities was \$3,205, whereas in anglophone universities it was \$2,500.

TABLE I
Approved Operating Expenditures of Quebec Universities
for Fiscal Year 1970-71, per Full-Time Student

(Source: Direction Générale de l'Enseignement Supérieur, Les Universités du Québec, June 2, 1970, Tables 2 and 5)

University	Authorised Exp. (million \$)	Full-Time Students	Authorised Exp. per Full Time Student
Laval	\$34,237	10,796	\$3,180
Montréal (including Hautes Etudes Commerciales and Polytechnique)	44,387	14,206	3,127
Sherbrooke	13,827	4,427	3,120
Québec	28,702	8,381	3,430
Bishop's	2,275	1,000	2,275
McGill	36,751	14,200	2,600
Sir George Williams	13,537	5,831	2,320

The highest amount for an anglophone university was below the lowest average operating expenditure per student for a university in Ontario. Even if we assume that 25 per cent of the students at the anglophone universities are at the CEGEP level with costs about three-quarters those of undergraduates, McGill's grant would adjust to \$2,770 and the average for the anglophone universities to \$2,666. A great disparity of treatment remains.

When the grant for operating expenditures is adjusted for fee and other income received by the universities, the pattern of the disparity remains. In Ontario the average operating grant per full-time student is \$2,712, with the range between \$2,111 (Carleton) and \$3,627 (U of T). In Quebec the average is \$2,276 with the range between \$1,340 (SGWU) and \$2,870. Moreover, the average for the anglophone universities is \$1,653 whereas that for the francophone ones is \$2,580. This francophone average is \$132 less than the average in Ontario and \$470 above the minimum in Ontario. It is evidence of injustice on the part of Ottawa or of exceptional efficiency in controlling costs?

Indeed, the lower overall costs in Quebec are not the product of administrative efficiency due to centralization, rather they are a reflection of differential treatment. Interestingly, although over 30 per cent of the province's students are in anglophone universities, anglophone representation among the employees of DIGES is practically nil.

that portion of the operating grant that eventually must be financed from provincial sources. A zero sum for an institution means that it is receiving no benefit from provincial revenue resources at all. A negative sum is a measure of the extent to which even the imputed federal transfer in aid of the improvement of education services has not been passed on to the institution supplying the service. Table II reveals the explanation for Quebec's 16 percentage point lag behind the national average increase of costs. If on the principle of brotherhood, the operating expenditures per student in anglophone universities had been on a par with those for francophone universities, the Quebec increase of costs would have been 109 per cent against a new national average of 112 per cent.

When Mr. Saint-Pierre demands compensation from Ottawa for the 16 percentage point lag, therefore, what is the validity of the claim?

Is expenditure control that violates the guiding principles of brotherhood and mutual aid - and in the process discriminates against citizens of the province on the basis of language - to be regarded as an example of efficiency?

It may be, of course, that Mr. Saint-Pierre recognized the injustice of this policy inherited from other governments and was seeking a sum to rectify the injustice done to anglophone universities. He made no such allusions in his letter, implying rather that there had been an injustice against Quebec. Since English Quebecers are part of Quebec the statement of injustice is valid; it was not perpetrated by Ottawa but by the government of the province.

A rationale for the injustice is sometimes supplied under the heading of 'ratrappage' - catching up. The argument is that French-language post-secondary facilities in the province had to be up-dated as a priority requirement. Ontario, Mr. Saint-Pierre's model, currently was doing the same thing on a broader scale. Its performance demonstrates that modernization can be implemented without violating the principles that govern the equalisation policy.

With an average burden on its treasury of \$712 per full-time student, Ontario has managed to balance equitably the needs of emerging and mature institutions, bilingual programs, and new programs. The details for Ontario are given in Table III.

TABLE III
Non-Transferable Operating Grants per Full-Time Student in Ontario
(Source: Report of the Minister of University Affairs of Ontario, 1969-70 and Mr. Saint-Pierre's estimate of fiscal transfer)

A: Institutions Granting Degrees or Non-Denominational Less than 10 Years				B: More Than 10 Years			
		Less than the average total income per student	Average \$3,387			More than the average total income per student	
Operative Date	University	Total Inc. PFTS	Absorbed by Provincial Treasury	Operative Date	University	Inc. PFTS	Absorbed by Provincial Treasury
1964	Brock 1,3	\$3,148	\$492	1964	Guelph 2,3	\$3,567	\$970
1962	Lakehead 2,3	2,967	334	1965	Ottawa 3	3,642	977
1962	Windsor 2,3	3,097	362	1963	Trent 1,3	3,540	879
1965	York 1	3,146	378				
				1952	Carleton 2	2,782	110
				1959	Waterloo 2	2,986	391
				1878	U. of Western Ontario	3,161	463
				1960	Laurentian 2,3	3,485	405
				1957	McMaster 3	3,957	1,110
				1841	Queen's	3,733	990
				1827	U of T 3	4,390	1,528

1. No faculty of engineering or medicine
2. No faculty of medicine
3. Additional grants for emerging university, bilingualism, or new programs. PFTS Per full-time student.

Mutual aid, brotherhood, and justice are the basic objectives of the Federal Government's equalisation policy. It takes from the taxpayers of Canada and gives to the have-not provinces so they can give better service -- to all their citizens.

The students of anglophone universities and their families are paying three times for poorer services. They pay as taxpayers of Canada, again as taxpayers of Quebec, finally they pay as a minority group in Quebec by the sacrifice of their fair share of the federal grants. The evidence for this last is given in Table II.

TABLE II
Non-Transferable Operating Costs Per Full-Time Student Absorbed
by Provincial Treasury, 1970-1971
(Source: DIGES, Les Universités du Québec; June 2, 1970 and Mr. Saint-Pierre's estimate of fiscal transfer)

Laval	\$3,180	\$1,870	\$670	\$2,540	\$640
Montréal (including Hautes Etudes Commerciales & Polytechnique)	3,127	1,870	677	2,547	680
Sherbrooke	3,120	1,870	695	2,565	565
Québec	3,430	1,870	518	2,388	1,042
Bishop's	2,275	1,870	617	2,487	212
McGill	2,600	1,870	725	2,595	5
SGWU	2,320	1,870	920	2,790	470

Consider what this table actually means. The last column 'absorbed by the provincial treasury' represents

The contrast to Quebec is enlightening. The University of Toronto, a mature competitor although six years younger than McGill, receives \$1,790 more income per full-time student than does McGill, and is obviously intended to be Canada's pre-eminent university. The University of Ottawa is Canada's oldest bilingual university (established 1848 and transferred by the Oblate Fathers in 1965 to an independent corporation). It is situated with Carleton University in a bilingual city; comparison of their grants suggests no evidence of cultural bias. In Ontario, the policy and practice is to have in both languages a full range of options of comparable quality.

Discrimination, in other words, is not inevitable or necessary. If one chooses Ontario as the model, the B.C. contention that Canadians would be better served by equalization payments paid to individuals rather than to provincial governments is not persuasive. When one looks at Quebec, however, this contention takes on another light. Unless the Department of Education moves closer to realizing the condition for Mr. Pearson's premise of mutually satisfactory institutional arrangements in the matter of university operating grants, English Quebec in self-interest will have to give serious consideration to the B.C. proposal when the 1967 agreement comes up for revision.

adolph smith proto- types

"I can't stand the sight of blood and I hope to get into medical school next year."

Unfortunately, this is not a joke. One often sees pre-med students in biology labs standing there hesitant to dirty their fingers and even more hesitant to clean up after they are finished. Needless to say, these students are pushed toward the study of medicine by the social prestige and lucrative nature of the profession with parents providing a good deal of the pressure. As a teacher who is frequently asked by students to write recommendations (as a former member of a medical school faculty, State University of New York, Downstate Medical Center), I have had an opportunity to reflect on the problem of selecting candidates for admission. Therefore I would like to put forth some suggestions about changing the pre-med courses at universities. I have often wondered how the ability to memorize formulae relates to the qualities we would like to see in physicians. So one day I discussed the matter with a physician friend and we came up with a scheme which we think would approach the goal of getting the right people in.

Students who have spent all their formative years in the academic system would be immediately refused further consideration because they have not seen enough of life and its difficulties. After graduation from a pre-med course, the student would have to spend at least two years in a hospital doing the menial work (according to our present standards). By mopping the floor, washing patients, etc., the student could really learn whether he or she likes to take care of sick people. The student would also quickly learn the value of the so-called "menial" work of the hand workers in a hospital.

During this period, the student could be observed by orderlies, nurses' aides, nurses, doctors, and even rated by the



Heart (circled) transplant.

patients. We would like to see recommendations for medical school come from these groups instead of professors only. Only if the student has done a decent job of cleaning the floor, scrubbing the walls, taking care of patients properly, and most of all shows compassion, should he or she be considered.

Perhaps this period of hospital work should be part of the pre-med course, and in fact come before theoretical subjects - anatomy, histology, biochemistry - are studied. In this way, at the very beginning the student would quickly find out if the choice is the proper one for him. The student would also be given motivation to study theoretical subjects - so that he could better help people. The benefits for the student are clear. But there would also be benefits for the university and the hospital. The university would benefit by having highly motivated students (for the correct reasons) in the classes. The teachers of the courses would benefit because they would learn how to apply their knowledge in a way which would benefit people. The student could also be given a small fee for the hospital work and this would help to pay for fees. But the most important benefit would be a closer connection between the theoretical and practical sides of pre-med training. Then when a student asked one for a recommendation, one could ask how they have acted towards their colleagues and patients. The grades in the theoretical courses would be a reflection on the effort the student put in to help learn how to treat patients better. Education would be combined with meaningful work.

Perhaps here at Sir George something along these lines

could be done. We must remember that one of the main reasons for the establishment of our CEGEP system in the minds of the responsible Parent Commission was to attempt to break down the barrier between the so-called professional and skilled worker groups. How miserably this aim has failed can be quickly realized by comparing enrollment in the two CEGEP streams. The barrier between the groups has to be broken in a more organic way.

Programs of the type outlined exist already in China, Russia, Japan, and even some European countries. In fact, even here in Canada, the second conference on Health Manpower directed most of its attention towards such subjects as portability (being able to move freely geographically) and mobility (ability to move up and down the levels of medical responsibility). They are wondering how these goals can be achieved. Laval University is now giving a common health science curriculum to all students entering the health field, whether they are going to be nurses, physiotherapists, occupational therapists or physicians.

We would do well here at Sir George to think about steps in this direction. As a matter of fact, the engineering program has accepted students who have completed the three-year career program in other CEGEPs. The Sir George engineering faculty recognizes that CEGEP diploma as equivalent to the university course. This is a step in making education more flexible, bringing it closer to the work world. Maybe other faculties can take the example of engineering seriously. This would be making university education less 'academic' for a large class of students.

continued

People who already have research grants from the department or any other agency but whose budget does not permit employment of students may submit request for extra funds, the official said.

Students with good ideas should approach their professors for advice and endorsement of the proposal.

Other conditions

1) Student salaries should be consistent with those "paid to students similarly employed in the region". The official said this means about \$90 to \$100 for Montrealers.

2) Proposals should provide for efficient, responsible and accountable administration of funds.

3) A report must be submitted to the Non-Medical Use of Drugs Directorate at the end of the summer. The official expects normal project duration to be May to September. He said reports should be filed when students return to classes.

Background

Non-Medical Use of Drugs is responsible for any follow-up action the government may decide upon with respect to the LeDain Commission. However, while applicants might look at their reports, there were no reason for looking only there, and they should "come up with an idea of their own".

Drugs which may be required for a project but are restricted by law are listed in the Food and Drug Act. All of these drugs are obtainable under certain conditions.

Applicants for employment in this program must be students in related disciplines. There are no age or citizenship requirements. There is not yet any definite deadline. Applications will be reviewed as they come in. You are advised to apply as soon as possible.



Asked how Sir George Williams' primary orientation towards undergraduate faculties would affect applications, the official said: "I think their chances are very good... Sir George has a good standing in the research field".

News release

The following is reprinted from the department's release. The official said the more closely applicants adhere to the release and the present interview, "the better". But this was not an absolute directive; they were open and not bound to it in any way. "If you have an idea, send it up and see what happens."

"The following is a guide to the kinds of studies upon which students might be employed:

(a) Studies conceived by a student or a group of students approved by a senior scientist, director or mentor.

(b) Studies conceived by, or already proceeding in the hands of, a senior scientist or scientist in a department or agency.

(c) Short-term studies, reviews, inquiries, surveys, experiments, capable of being done and reported during the summer.

(d) Studies conceived and required as part of a student's work on a Master's or Doctor's thesis.

How to apply

Persons intending to employ students under the foregoing provisions should write to Dr. W.F. Craig, Director-General, Non-Medical Use of Drugs Directorate, Department of National Health and Welfare, Ottawa, Ontario.

The letter should constitute in effect, an application, covering in a brief and informative way the following points:

(a) your position and professional qualifications;

(b) the nature or intention of the proposed study;

(c) the operational facilities;

(d) estimated duration of the study;

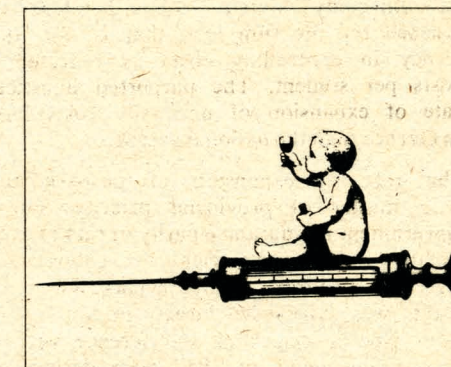
(e) estimated total cost, itemized for salaries, travel equipment, supplies and other expenses;

(f) name of person or agency to be responsible for receipt and administration of funds;

(g) if it is proposed to acquire or use drugs restricted by law, state in the application the kinds and amounts of required drugs.

Applications will be immediately acknowledged, by letter with advice on the acceptability of the information submitted."

A complete copy of this release has been forwarded to the Sir George Manpower Centre (2020 Mackay). For further detail, contact Dr. Craig (613-993-1103) or Tom Foran (613-996-4510) at the Non-Medical Drugs Directorate, Ottawa.



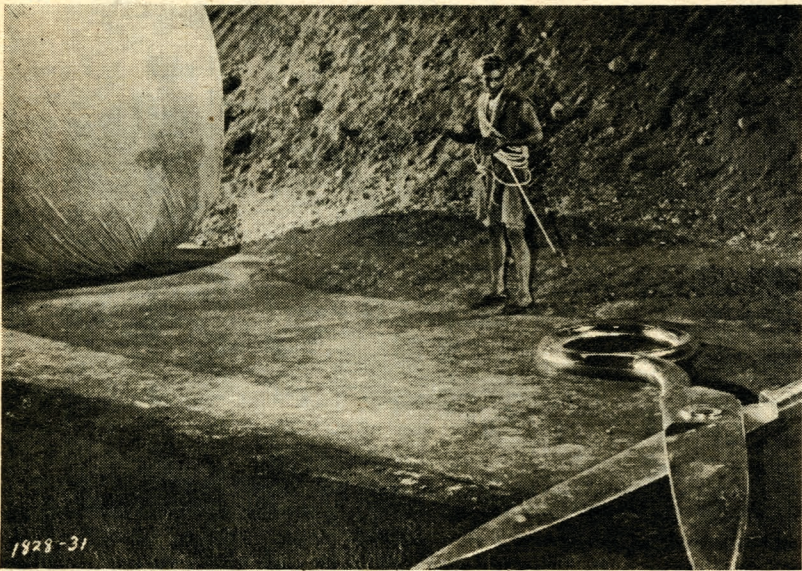
Jobs

Computer Center

Programmer
Part-time until May - full-time during summer. To do development work on the XPL Compiler (A PL/I type compiler) Must have a good working knowledge of computers.

For further information call the Personnel department at 879-4373.

When the CBC lets you down, Sir George comes across with the goods. On our immediate left, we have "The Incredible Shrinking Man" and to our right, we have "David and Lisa" two of the film offerings this week.



SGWU THIS WEEK

Photos and notices of coming events should be in by Wednesday noon for Thursday publication (basement, 2145 Mackay) or call Maryse Perraud, 879-2823.

thursday 9

WEISSMAN GALLERY & GALLERY I: Paintings by Guido Molinari, through March 21.
GALLERY II: Drawings by Joe Kashetsky, through March 17.
EDUCATION DEPARTMENT: Dr. J. Bhatnagar speaks on "Foreign students in the West" at 4 p.m. in H-623.
BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769.
CONSERVATORY OF CINEMATOGRAPHIC ART: "The Cabinet of Doctor Caligari" (Robert Wiene, 1919) (silent with English titles), with Werner Krauss and Conrad Veidt at 7 p.m.; "Frankenstein" (James Whale, 1931), with Colin Clive and Boris Karloff at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).
ARMENIAN CLUB: Meeting at 2 p.m. in H-820.
ALUMNI ART GALLERY: Exhibition of photographs by Richard Saxe at 1476 Crescent St., through March 10.

friday 10

PHILOSOPHY COUNCIL: Meeting at 10:30 a.m. in H-769.
COMMERCE FACULTY COUNCIL: Meeting at 2 p.m. in H-769.
SGWAUT: Meeting 11 a.m. - 1.30 p.m. in room 327 of the Norris Building.
FRENCH DEPARTMENT: André Belleau, Université du Québec à Montréal, speaks on "Rabelais devant la méthode socio-historique" at 4 p.m. in H-820.
POETRY: Christopher Levenson reads his poems at 9 p.m. in H-651 (mixed lounge); free.
STUDENTS' TRANSCENDENTAL MEDITATION SOCIETY: Meeting at 8:15 p.m. in H-520.
V.I.F. VETERANS CLUB: Meeting 7 p.m. with Léandre Bergeron in H-519.
CONSERVATORY OF CINEMATOGRAPHIC ART: "The Innocents" (Jack Clayton, 1961), with Deborah Kerr, Michael Redgrave and Martin Stephens at 7 p.m.; "The Incredible Shrinking Man" (Jack Arnold, 1957), with Grant Williams, Randy Stuart and April Kent at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).
YOUNG SOCIALIST CLUB: Meeting at 2 p.m. in H-429.
SIR GEORGE STUDENT MOVEMENT: Meeting at 2 p.m. in H-427.

saturday 11

CONSERVATORY OF CINEMATOGRAPHIC ART: "THX 1138" (George Lukas, 1971), with Robert Duvall and Donald Pleasance at 7 p.m.; "The Uninvited" (Lewis Allan, 1944), with Ray Milland, Ruth Hussey, Gail Russell and Donald Crisp at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).

sunday 12

CONSERVATORY OF CINEMATOGRAPHIC ART: "1984" (Michael Anderson, 1956), with Edmund O'Brien, Michael Redgrave and Donald Pleasance at 3 p.m.; "Dr. Mabuse - Inferno" (Fritz Lang, 1922) (silent with English titles), with Rodolph Klein-Rogge and Alfred Abel at 7 p.m.; "Robinson Crusoe on Mars" (Byron Haskin, 1964), with Paul Mantee, Vic Lundin and Adam West at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).

monday 13

SIR GEORGE CHRISTIAN SCIENCE ORGANIZATION: Meeting at 5 p.m. in H-417.
C.I.T.: "David and Lisa" (Frank Perry, 1963), with Keir Dullea, Janet Margolin and Howard de Silva at 8:30 p.m. in H-110; 50¢.
ALUMNI ART GALLERY: Exhibition of paintings, sculpture and mixed media by Ari and Jacky Wloski at 1476 Crescent St., through March 24.

tuesday 14

GEOGRAPHY DEPARTMENT: Dr. G.O. Baines, director of technical information and university relations, Atomic Energy of Canada, speaks on "Geography and the Atomic Energy" at 4 p.m. in H-937.
JAMES BAY COMMITTEE: Public meeting with all-star cast discussing progress or disaster re economics, the environment and native peoples at 8:15 p.m. in H-937.

wednesday 15

EDUCATION: Dr. Orville Johnson on "Learning Disabilities and the Young Child" on cable TV's channel 9 at 4 and 9:30 p.m.
SIR GEORGE STUDENT MOVEMENT: Meeting at 3:30 p.m. in H-415.
PHILOSOPHY CLUB: Prof. Lewis W. Beck, Univ. of Rochester, speaks on "Analytic and Synthetic Judgments before Kant" at 8 p.m. in H-769.
BIOLOGY DEPARTMENT: Prof. Noel Lyon, McGill law faculty, speaks on "A lawyer's view of environmental problems" at 1 p.m. in H-1070.

thursday 16

SOCIOLOGY STUDENTS' UNION: Last meeting of the year at 5:15 p.m. in E-207, 2015 Drummond.
CONSERVATORY OF CINEMATOGRAPHIC ART: "The Fall of the House of Usher" (Jean Epstein, 1928) (silent with English titles) and "Le Chien Andalou" (Luis Bunuel and Salvador Dali, 1928) at 7 p.m.; "Fahrenheit 451" (François Truffaut, 1966), with Julie Christie, Oskar Werner and Cyril Cusack at 9 p.m.; 50¢ students, 75¢ non-students (each show).

friday 17

ENGINEERING FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769.
E.S.A.: "Lord of the Flies" at 8 p.m. in H-110; 99¢.
SIR GEORGE STUDENT MOVEMENT: Meeting at 3:30 p.m. in H-415.

saturday 18

SIR GEORGE HELLENIC SOCIETY: Meeting at 6 p.m. in H-620.
CINEMA: SGWU cinema students' films at 8:30 p.m. in H-110, free (again Sunday).
FURNISHED ACCOMMODATION: All types needed to rent visiting faculty July-August; contact Georgie at 879-2865.

notices

POSTER CONTEST: \$200 in prizes for student union posters designed by day students; information at 1476 Crescent.
COLLEGIAL II STUDENTS: Deadline for 1972-73 day University applications extended to March 15.

Friday, March 31

The University will be closed
The Libraries will be closed

Saturday, April 1

The Libraries will be open from 9 a.m. to 5 p.m.

Sunday, April 2

The Libraries will be closed

Monday, April 3

There will be no Day Division classes and the University will be closed until 5 p.m.
Evening Division classes will be held
The Libraries will be open from 8.30 a.m. to 11 p.m.

NOTE: Study rooms H-431, H-437 and H-1227 will be Open on Saturday, April 1 and Monday, April 3 only during the same hours that the Libraries are open.

ISSUES & EVENTS

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